DOCUMENT RESUME

ED 152 069 FL 009 291

AUTHOR Crane, Vicki Ann
TITLE The Cultural Implications for Teaching ESL to Mexican-American College Students.
PUB DATE Jan 78
NOTE 28p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Bilingualism; Bilingual Students; *College Students; Communication (Thought Transfer); Communicative Competence (Languages); *Cultural Education; Cultural Pluralism; Culture Contact; *English (Second Language); Ethnic Groups; Higher Education; Language Attitudes; *Language Instruction; Language Teachers; *Mexican Americans; Parent Attitudes; Parent Participation; Second Language Learning; Self Esteem; Spanish Americans; Spanish Speaking; *Student Characteristics; Student Motivation; Teacher Attitudes; Teaching Methods

ABSTRACT:

The first section of this paper consists of an examination of the relevant research and literature concerning the conclusion that an effective ESL (English as a second language) program for Mexican-American college students must combine the teaching of language and culture. Four domains are isolated and defined: EFL (English as a foreign language), ESL, bilingual education, and English as a second dialect. Research on the factors contributing to success in learning a second language is reviewed, and the importance of self-esteem to success in the educational process is discussed. In order to draw implications for the teaching of ESL to Mexican-American college students, the characteristics of this particular group, as they are described by various authors, are examined. The major implications for teaching ESL to these students are that: (1) an attempt should be made to create or maintain the students' desire to integrate into the culture; (2) parents and families should be involved in the ESL program; (3) confrontation with the new culture can be made easier by the teacher; (4) attention should be paid to students' self-concept and self-esteem in the language learning process; (5) Mexican culture and history should be incorporated into the ESL program; and (6) teachers' attitudes and values should reflect acceptance of cultural pluralism. A sample dialogue incorporating the teaching of language and culture is presented, and the ways in which it accomplishes this incorporation are discussed. (CLK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED152069

THE CULTURAL IMPLICATIONS FOR TEACHING ESL TO MEXICAN-AMERICAN COLLEGE STUDENTS

by

Vicki Ann Crane

January, 1978

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Vicki Ann Crane

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

FL009191

THE CULTURAL IMPLICATIONS FOR TEACHING ESL TO MEXICAN-AMERICAN COLLEGE STUDENTS

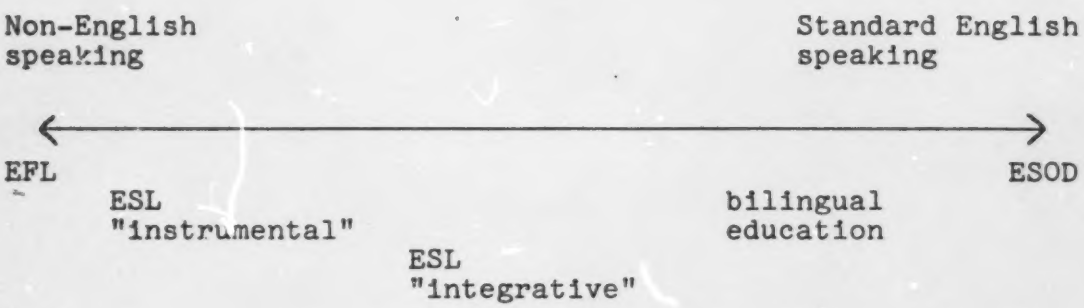
Societal pressures for cultural pluralism and the emphasis on special programs for racial and ethnic minority groups have led to interest and research in the teaching of English as a second language (ESL). Because the ability to communicate is crucial to functioning in any society, its importance cannot be overlooked in any program designed to help people learn to operate in a culture which is new to them. In fact, it becomes difficult to separate the teaching of language and the teaching of culture. Examination of research and literature leads to the conclusion that an effective ESL program for Mexican-American college students must combine the teaching of language and culture.

Much confusion has existed about what constitutes the difference between the terms ESL and EFL (English as a foreign language). The two terms, although they appear to be semantically equal, represent domains on a continuum. Robinett identifies the four domains as EFL, ESL, bilingual education, and English as a second dialect. The following depicts the relationship that exists among the various domains.[1]

---

[1]Betty Wallace Robinett, "The Domains of TESOL," TESOL Quarterly, Vol. 6 (September, 1972), 197-207.

2-78-30



The differentiation between instrumental ESL and integrative ESL is taken from Lambert's work which says that the purpose of language study in "instrumental" if the reason for learning the second language is utilitarian, like getting ahead on the job or foreign study or travel. On the other hand, if the student desires to learn more about the other cultural community because he wants to be accepted as a member of that group, the purpose is "integrative."[2] This distinction is important because it reflects two different attitudes toward the language learning experience.

Much research has focused on the factors that contribute to success in learning a second language. Studies with English-speaking French students in Montreal showed that verbal intelligence, linguistic aptitude, intensity of motivation, and attitude toward French Canadians predicted success in learning French. A follow-up study found that the students' integrative attitudes came from their parents.[3] Anisfeld and Lambert found that intellectual capacity and

---

[2]Wallace Lambert and Robert C. Gardner, Attitudes and Motivation in Second Language Learning (Rowley: Newbury House, 1972), p. 3.

[3]Lambert and Gardner, pp. 5-6.

attitudinal orientation predicted success among Jewish students studying Hebrew at parochial schools in Montreal. The importance of the integrative attitude was also illustrated in studies by Peal and Lambert (1962) and Feenstra and Gardner (1968). Both of these studies showed that a favorable attitude toward the new language community was important to success and that children whose parents viewed the new language community favorably were more successful in learning the second language.[4]

Pimsleur showed that aptitude is often a poor predictor of success in learning a second language. He found that IQ correlated 146 with language grades, grades in English correlated .57, and grade-point average correlated .62. Jakobovits and Nelson estimated that only about 33% of the total variance in the prediction of success in language learning can be attributed to aptitude, 20% to intelligence, 33% to perserverance and motivation, and 14% to other factors.[5]

Purely historical observation supports the contention that if the social setting demands it, people will learn a second language regardless of their aptitudes. Previous generations of French people, for example, have commonly spoken some regional language and learned the dominant language later in life. The fact tnat people universally acquire

---

[4]Ibid.

[5]Manfred Prokop, "The Attitudinal Component of the Foreign Language Process" (unpublished paper) ERIC, ED 113970, 1975, p. 2.

a first language also supports the view that the desire to communicate and to interact is far more critical to the language learning process than linguistic aptitude.

In summarizing his extensive work in the area of motivation for second language acquisition, Lambert says:

> . . . the notion of an integrative motive implies that success in mastering a second language depends on a particular orientation on the part of the learner, reflecting a willingness or a desire to be like representative members of the 'other' language community, and to become associated, at least vicariously, with that other community.[6]

Lambert goes further by saying that "the learner's ethnocentric tendencies and his attitudes toward the other group are believed to determine his success in learning the new language."[7]

The student of a new language is forced to confront a new culture. Since language learning is a part of the acculturation process for most ESL students, it can be a broadening experience and at the same time a very threatening one. As the student becomes more functional in the new cultural-linguistic group, his position in the original group may change. Many factors influence how the learner copes with this transition. Lambert suggests that he may "experience feelings of chagrin or regret as he loses ties in one group mixed with fearful anticipation of entering the

---

[6]Lambert and Gardner, p. 14.

[7]Wallace E. Lambert, Language, Psychology, and Culture (Stanford: Stanford University Press, 1972), p. 225.

new and somewhat strange group." Feelings of social uncertainty, for example, were found to increase among American language teachers studying French during the summer at McGill University. The students attitudes moved from relatively non-anomic toward more anomic feelings.[9] The feeling of anomie couples with the resentment that members of one linguistic group (usually the minority group) can have toward another group whose language they are being forced to learn through social or economic pressure, can adversely affect success in language learning.[10]

The importance of self-esteem to success in the educational process has been documented by researchers in education and psychology. The self-concept of the second language student may be strong in other classes conducted in the native language, but it may become uncomfortably fragile in the second language class. The student must learn to tolerate the frustration of being unable to express himself; he must accept new sounds, forms, and structures; and he must learn how to operate linguistically in a system in which he is disoriented and does not know what to expect.[11] Besides coping with these, the adolescent second language learner, who typically operates from an

---

[8]Lambert and Gardner, p. 3.

[9]Lambert, p. 22.

[10]Lambert and Gardner, p. 15.

[11]Kenneth Chastain, Developing Second Language Skills: Theory to Practice (2d ed.: Chigaco: Rand McNally College Publishing Company, 1976) p. 251.

ethnocentric point of view, may suffer heightened culture shock because he is at a developmental stage where he is already questioning his own identity.[12] If the student is living in the new language community, his feelings of inadequacy and frustration will be compounded by social interaction. Threats to the ego of the second language learner come from every direction and even a person with an extremely positive self-concept is destined to suffer through a period of alienation. Feelings of anxiety and active or passive hostility may characterize the learner's reaction to his frustration.[13]

Failure to learn the second language may result from ". . .[these factors] which influence a student to conclude that he simply cannot learn a foreign language, largely because he does not want to."[14] Later in the language learning process leveling off may occur when the student reaches the point where he believes that his use of the language represents maximal impact for minimal effort. Nida cites several reasons for this attitude; some come from the learner and

---

[12]Karl C. Garrison and Karl C. Garrison, Jr., Psychology of Adolescence (7th ed.; Englewood Cliffs, New Jersey; Prentice-Hall, Inc., 1975) pp. 127-133.

[13]Prokop, p. 17.

[14]Eugene A. Nida, "Sociopsychological Problems in Language Mastery and Retention," The Psychology of Second Language Learning: Papers from the Second International Congress of Applied Linguistics, 8-12 September, 1964, eds. Paul Pimsleur and Terrence Quinn (Cambridge; University Press, 1971), pp. 59-65.

some come from the foreign language community. Sociopsychological reasons for "leveling off" in language learning are:

Learner:
1. Intellectual fatigue.
2. No feeling for need of greater identification with the surrounding community.
3. Conviction that further effort will not produce compensatory results.

Community of FL speakers:
1. Loss of hope that learner will improve.
2. Easier to adjust to low-level language ability than to continue to teach the new language.
3. Can keep the person isolated and where he can be controlled if he is taught no more.[15]

Thus, the feedback the learner gets from the new linguistic community may well affect his desire to continue with his language study. If his desire to integrate is fulfilled with a minimal language proficiency, he may choose to abandon further study; on the other hand, if he does not feel he is achieving integration, he may choose the same alternative. The fear of not being really successful in learning the new language may cause a learning crisis so severe that he may actually begin to lose the language ability he has already acquired. Consequently, the delicate balance between the learner and the new culture may greatly affect the level of language proficiency the learner achieves.

In order to draw implications for the teaching of ESL to Mexican-American college students from the foregoing research, it is necessary to examine the characteristics of this particular group as they are described by various authors. Garrison and Garrison present a stereotypic picture of

---

[15]Nida, p. 61.

Mexican-American adolescents in the Southwest. Besides pointing out that these adolescents are torn between two cultures, these authors suggest that they are generally poor, belong to the lower class, feel trapped in poverty and inferiority, and come from homes where the primary language is Spanish. Further, they have feelings of inadequacy and low self-esteem; their self-ratings, however, in a study by Carter in 1968, showed their feelings about themselves were not significantly different from Anglo-American adolescents. Many Mexican-American students in the study, however, were aware of the stereotypes and gave examples of derogatory remarks made by teachers and others about them. Nonetheless, they seemed able to adjust to the prejudices frequently imposed on them.[16]

Research on attitudes of Mexican-American high school students in California (Ramirez, Taylor, and Petersen, 1971) showed that the Mexican-American students' views toward education were significantly less positive than those expressed by Anglo-Americans of the same socio-economic class.[17] Mexican-American subjects agreed more strongly than their Anglo-American counterparts that parents should put pressure on their children to get as much education as possible. There was evidence in this same study that when "parents demonstrated an interest in their children's education, they

---

[16]Garrison and Garrison, pp. 228-230.

[17]Garrison and Garrison, p. 229.

became motivated to achieve."[18] Kimball (1968) studied nearly 1500 ninth grade students and found the variable most closely related to achievement was parental educational aspirations for the child.[19] The positive relationship between parental attitudes toward school and the child's higher achievement level has also been illustrated by Godoy (1970), Taylor (1970), and Ramirez et. al. (1971).[20]

Carter (1970) visited many schools in the Southwest and observed the following:

1. The academic success of a Mexican-American child depends on the degree to which his home has been oriented to Anglo middle-class culture.

2. Children entering school directly from Mexico achieve better than the local Mexican-Americans. Also, the older the immigrant, the better he does in school. (Carter speculates that the immigrant's status is looked at with more favor than that of a U.S. born Mexican-American).[21]

Cordova (1969) found that a low level of assimilation resulted in low achievement and poor teacher-pupil relations which alienated the Mexican-American students, which further lowered their achievement levels. He also found that as Mexican-American students were increasingly accepting of the dominant society's values and beliefs concerning education and politics the feelings of alienation decreased.

---

[18] Ibid.

[19] Ibid.

[20] Andrew D. Cohen, Sociolinguistic Approach to Bilingual Education (Rowley; Newbury House, 1975), pp. 62-63.

[21] Cohen, p. 60.

This process, however, left the students feeling that they had betrayed their culture, family, and friends.[22]

Many writers have emphasized the loss of solidarity of Mexican-American families in the face of urbanization.[23] Some shift away from the family can be documented, according to Montez, in comparing college students and non-college students of Mexican-American descent. He concludes that the principle factor which motivates this change is education.[24] Whatever the cause, influence of the family on Mexican-American students seems to be less strong than it has traditionally been. Nevertheless, the solidarity and influence of the Mexican-American home and family should not be discounted. Even if it has eroded to some degree, it remains stronger than the family solidarity of most Anglo-Americans.

Moore, in summarizing her exhaustive discussion of the Mexican-American, refutes those who attempt to construct a picture of the "typical Mexican" by pointing to the diversity among the people who make up this group. She says Mexicans themselves are unsure as to whether they are a racial group or a cultural group; yet the idea of _la raza_ permeates the Mexican-American population. To Mexican-Americans ". . .[la raza] does not refer to a 'race' at all, but

---

[22]Cohen, p. 61

[23]Nancie L. Gonzalez, _The Spanish-Americans of New Mexico: A Heritage of Pride_ (Albuquerque; University of New Mexico Press, 1967), pp. 116-125.

[24]Philip Montez, _Some Differences in Factors Related to Educational Achievement of Two Mexican-American Groups._ (San Francisco; R and E Research Associates, 1974), p. 54.

to a vague sense of ethnic identity, a compelling feeling of belonging--but to what is left relatively unconceptualized."[25] She says that Mexican-Americans have always carefully distinguished Spanish stock from Indian stock and this accounts for the fact that they were so slow in recognizing and pointing out discrimination. Mexican-Americans, she asserts, include peons and aristocrats, the assimilated and the unassimilated, and the urban and the rural.

> It is precisely these contradictions that create special dilemmas for Mexican immigrants and their children who can usually see both alternatives at once. In terms of models, the young Chicano has many. He can very nearly disappear into 'white America'. He can remain very Mexican, returning frequently to Mexico. He can become a tough young militant on the black power model. He can even withdraw completely from any form of collective action; he can be a Colonist or a Frontiersman.[26]

Moore goes on to say that generalizations about the total population must always be suspect. Most Americans see Mexican-Americans as immigrants attempting to assimilate into the Anglo culture or as similar to the Black American in situation. Both of these attitudes "obscure much of the single hardest problem in American society which is probably that of the great reluctance of American institutions to change fast enough to meet the needs of Mexican-Americans."[27]

From review of the literature on Mexican-Americans,

---

[25]Joan W. Moore, Mexican Americans, ed. Milton M. Gordon, 7 vols. Ethnic Groups in American Life Series, (Englewood Cliffs; Prentice-Hall, Inc., 1976) pp. 160-161.

[26]Ibid.

[27]Moore, p. 161.

one is confronted again with the problem of devising an ESL program which is appropriate for all of the students when they vary from immigrants who have recently arrived in the United States to people who have lived all their lives here but have never learned to speak English. One commonality among them is that they have not become acculturated to the Anglo society. As they learn to speak English in an American college, they will be forced to operate in this cultural community. In fact, their success in learning English is directly related to their desire to integrate and their feelings as they meet the new language and culture. Recognizing these facts, the ESL teacher must implement a program which will foster positive attitudes toward both cultural linguistic groups.

Major implications for teaching ESL to Mexican-American college students are:

1. The desire to integrate into the culture is important to success in ESL, therefore, the teacher should attempt to create and/or maintain this desire.

2. Parental attitude toward school is related to achievement in school and the Mexican-American family influence is stronger than Anglo-American family influence, therefore, every effort should be made to involve the parents and families of the students in the ESL program.

3. Confrontation with the new culture is inevitable for ESL students in American colleges, therefore, the teacher should try to prepare the students by teaching them about American culture.

4. The language learning process will no doubt threaten the student's self-concept and since self-esteem may be lower among Mexican-American students then among Anglo students, a

special effort should be made to make each student aware of the fact that he is a worthwhile person.

5. The acculturation that accompanies learning English may cause the student to feel that he is moving away from his Mexican heritage, therefore, Mexican culture and history should be incorporated into the ESL program.

6. Since the teacher may become almost a symbol for the American culture, his attitudes and values should reflect his personal desire for cultural pluralism and his honest belief in the worth of all human beings.

These implications suggest a task which is a certain challenge to any teacher. The actual method of teaching English has not even been mentioned to this point because it is perhaps the simplest task of all for the competent English teacher! If all other factors could be controlled, presentation of the content would be relatively easy for most second language instructors. Although there is a disagreement among linguists and psychologists as to the theoretical basis for second language acquisition, most ESL teachers today subscribe to the audio-lingual approach, the cognitive approach, or most commonly, some eclectic approach for the teaching of ESL. Much writing has been done in this field, and most college ESL teachers are acquainted with some of it. Further discussion of it seems unnecessary here, but for theoretical analyses and practical applications, the writer suggests reading Chastain.[28]

Besides teaching English, the ESL teacher must teach culture. If we accept the anthropological definition of

---

[28]Chastain, pp. 102-163.

culture to be "the way a population lives", then teaching culture means acquainting the student with the way American people live.[29] Done effectively, this cultural emphasis will help the student acculturate, maintain his desire to learn English, and thus maximize his success in learning English. Done ineffectively, it will defeat the entire ESL program.

The importance of teacher attitude cannot be overemphasized. Some have proposed using only Mexican-American teachers to teach Mexican-American students English, but the important factor is not racial or ethnic origin. Honest acceptance of people and appreciation for cultural diversity coupled with an understanding of the basic structure of the English language and competency in teaching practices probably combine to make the best ESL teacher. Skin color or surname guarantee none of these. Baty (1972) examined teachers' attitudes and accomodations in classrooms of students of Mexican-American descent and concluded that teachers' optimism about their students increases more with classroom experience than it does with the "cultural awareness" program he devised.[30]

Aragon's assertion that "the true impediment to cultural pluralism is that we have had culturally deficient

---

[29]Chastain, p. 388.

[30]Roger M. Baty, Reeducating Teachers for Cultural Awareness: Preparation for Educating Mexican-American Children in Northern California (New York; Praeger Publishers, 1972).

educators attempting to teach culturally different children" seems to be a fair indictment.[31] English teachers who have been drafted into the teaching of ESL have often found that what they know about English has not been sufficient to make them successful in dealing with culturally different ESL students. Therefore, the ESL teacher must be competent and experienced in the classroom before he faces a group of Mexican-American ESL students.

Integrating the teaching of language and culture seems natural and efficient. ESL programs, regardless of the theoretical base, use some combination of the teaching of vocabulary and structure to develop skills in listening, speaking, reading, and writing. Common classroom activities include dialogues designed to help the student listen, pronounce, and read English; dictation exercises to develop listening and writing skills; transformation drills (often in the language laboratory) to help the student manipulate the language; and original conversations to force him to use the skills he is developing. The creative teacher can use cultural themes to provide meaningful content to help the student learn about the language and the culture simultaneously. An exhaustive list of cultural themes prepared from an anthropological prospective is given by Chastain. (See Appendix I)

---

[31] Madelon D. Stent, William R. Hazard, and Harry N. Revelon, Cultural Pluralism in Education: A Mandate for Change (New York; Appleton-Century-Crofts, 1973).

The following example is presented to illustrate the incorporation of the teaching of language and the teaching of culture. This dialogue would be appropriate for one of the first lessons for Mexican-American college students who were totally non-English speaking.

MARIA: Hello!

JUAN: Hello! How are you?

MARIA: Fine, thank you. How are you?

JUAN: Fine. Are you a student at AWC?

MARIA: Yes, I'm a student. (Yes, I am.)

JUAN: What's your major? (What's your name?)

MARIA: My major's_____. (business, psychology, home ec, history, languages, nursing, medicine, engineering, radio, broadcasting, welding technology, math, etc.)

My name's _____. (Maria)

What's your major? (What's your name?)

JUAN: I'm a radio broadcasting major.

MARIA: Do you live in the dorm?

JUAN: Yes, I do. (No, I don't.)

MARIA: See you later.

JUAN: Right! See you later.

MARIA: Bye!

This dialogue presents many important language concepts while providing the student with some conversation that is useful during the first week at a new school. Chances are great that the student will have the opportunity to use this dialogue over and over with his new American friends; even if he elects not to interact with American students, he will no

doubt at least overhear it in social situations. The conversation purposely uses contractions and the idiom "Right!" which are used in spoken English by most American students. If this were not done, the student would sound out of place in his new language community.

Common salutations are included as is a controlled new vocabulary. The discussion in class could list more possible majors so that each student could say his own in English and could understand and pronounce the others. This exercise is especially useful since many of these words are cognates in English and Spanish (history-historia, psychology-psicologia, etc.) and the student is pleased to learn that there is transfer between the two languages. Also, these comparisons help acquaint him with the difference between English and Spanish pronunciation.

This dialogue naturally leads to a question and answer session in class which allows the students and the teacher to become acquainted while illustrating the structure of the English language.

1. TEACHER: What's your name?
   STUDENT: My name's _____.
2. TEACHER: What's your major?
   STUDENT: My major's _____.
3. TEACHER: Do you live in the dorm?
   STUDENT: Yes, I do. (No, I don't.)

The foregoing is an illustration of one question transformation in English and the use of the short answer to a question which uses a verb other than "to be" in the

present tense. The question transformations use the verb "is" and the short answer is presented because it is especially functional for the student outside of class for answering questions which he may shortly understand, in spite of the fact that he could not construct them himself at this point. In a few weeks he would be introduced to the transformation of the statement, "You live in the dorm." to the question, "Do you live in the dorm?".

Pronunciation problems between English and Spanish occur particularly with certain sounds; one such sound is "j". Therefore, some pronunciation drill would be included when the dialogue was read and repeated by the students with special emphasis on "major". Intonation and inflection are important for the ESL student so that he will speak with as little accent as possible. This ability will insure his being understood by native English speakers. By hearing the teacher model the actual way most Americans say the dialogue, the student will learn to speak as naturally as possible. For example, the common pronunciation of "What's your name?" is "What chur name?". At this point students could be given an explanation, probably in Spanish, of the difference between spoken and written English. They would be told that most Americans use the latter pronunciation for informal conversation.

Other related activities could include video taping students as they read the dialogue, oral practice with the teacher asking questions and the students questioning each other, and finally dictation where the students listen to

the teacher read the lines after which the students write them. Here some attention must be directed to cultural variations in writing conventions. For example, Mexican students will number a test paper as follows:

1-
2-
3-

American schools, however, use a period not a dash when numbering in this fashion. This fact is pointed out to the class and they are asked to use the American system to save them embarrassment in other classes. Another common difference is the way Mexican students make a capital "T" which resembles the American lower case "t". Another variation is the placement of the question mark; Mexicans tend to place it in what Americans would call the subscript position. When presenting this material, stress would be on the fact that both systems are correct in their cultural setting. The request to use the American conventions is not prefaced by the fact that they are "more" correct.

Hopefully, this example illustrates how language can be taught in a meaningful context. An inventive teacher can develop materials for the entire ESL program which will serve to integrate the teaching of language with assimilation into the culture. In addition, he can incorporate the presentation of parallels between the two cultures to emphasize the similarities and differences. An awareness and appreciation for the diversity leads to cultural pluralism.

As the English competency of the students increases, the possibilities become endless. Field trips to the grocery

or the bank can lead to language development, cultural understandings and discussions of economics and math. The newspaper and television can spark discussions of advertising techniques, social events, and the international news. The telephone company's Tele-Trainers can help students gain confidence which speaking English gives them while learning to place long distance calls or ask for dates. Restaurant menus help students learn about food and how to order it. Sear's catalogues help the students learn the difference between 'jockey' shorts and 'boxer' shorts. Dialogues and lessons can be prepared to correspond to almost any cultural theme while emphasizing the appropriate language skills.

Class discussions about social issues, the arts, or buying a used car provide the student with a chance to practice listening and speaking skills. Sometimes students lack the language competency to express their ideas and they must express them in Spanish. Sometimes another student is able to translate them to English, an important skill for bilingual people which is often overlooked in the ESL classroom. The continuing emphasis should be on making the material used in the ESL classroom as stimulating and meaningful as possible to the student.

From the cultural prospective, the ESL class should place emphasis on making the language learning experience and the acculturation process compliment each other. The purpose is to help the student acquire cultural-linguistic skills which will allow him to function adequately in the mainstream of American life. The purpose is not to replace

his Mexican heritage or his Spanish language but rather to broaden his awareness and add a new dimension which will serve to make his life richer. To do less is to deny his humanness.

APPENDIX I

Categories of Culture

taken from Kenneth Chastain

I. Typical student activities
    A. School days
        1. Before school
        2. During school
        3. After school
        4. After returning home
        5. During free time
    B. Days school not in session
        1. Saturdays
        2. Sundays
        3. During vacation periods
    C. With family
    D. With friends
    E. Alone
    F. During family vacations
II. Typical conversations
III. What does the typical student think about most?
IV. Money
V. Meals and drinks
VI. Leisure activities
VII. Careers
VIII. Happiness
IX. Success
X. Parents
XI. Youth view of parenthood
XII. Masculine and feminine roles in society
XIII. The family
XIV. Relatives
XV. Youth
    A. How do young people become acquainted?
        1. Before attending school
        2. In elementary school
        3. In secondary school
        4. In the university
        5. After completing their studies
    B. Are they permitted to visit and to go out alone?
    C. What are some of the typical games?
    D. Do boys and girls attend the same schools? The same classes?
    E. What are the most important customs with regard to boy-girl relationships?

F. Do young people go to parties alone, in pairs, or in groups?
G. How are sex roles changing?
H. How are the customs different in your country?

XVI. Courtship and marriage

XVII. Education
- A. How is the educational system organized?
  1. Public and/or private?
  2. Who attends school?
  3. How long do students attend school?
  4. How much does it cost to attend?
  5. How are the schools supported?
  6. Who controls the schools?
- B. Describe the discipline in the schools. Give examples.
- C. Describe a typical school day.
- D. Do the students have periods of talk and recreation every day?
- E. What are the standards for academic work? How are the students graded?
- F. What are the social rules and standards?
- G. What are the dress codes?
- H. What is the feeling toward cheating and dishonesty?
- I. Are the students interested and studious?
- J. What courses are offered?
- K. What aspects of school do students like most?
- L. What aspects do they like least?
- M. What kinds of homework and tests do students have?
- N. What are the extracurricular activities in which students participate?
- O. What is the attitude of students with respect to their studies?
- P. What importance is attached to education?
- Q. Is attendance at a university necessary to obtain a good position in the work force?
- R. What type of job can one obtain with an elementary school education? A high school education? A university education?
- S. Is it possible for poor students to attend the university?
- T. Are trade schools and apprenticeships important?

XVIII. Friends

XIX. The social system

XX. The generation gap

XXI. Drugs

XXII. The political system

XXIII. The economic system

XXIV. Patriotism

XXV. Women's liberation

XXVI. War and peace

XXVII. Change and progress

XXVIII. Ecology

XXIX. Population

XXX. Religion
XXXI. Crime
XXXII. Law
XXXIII. Humor
XXXIV. Good manners
XXXV. Advertising
XXXVI. The press
XXXVII. Individual liberty
XXXVIII. Death
XXXIX. Discipline
XL. Holidays
XLI. Clothing
XLII. Transportation
XLIII. Courtesy phrases
XLIV. Kinesics (non-verbal cues)

BIBLIOGRAPHY

Alatic, James E. "The Urge to Communicate vs. Resistance to Learning in English as a Second Language", English Language Teaching Journal, XXX, No. 4 (July, 1976).

Brooks, Charlotte. "Motivating Students for Second Language and Second Dialect Learning". Unpublished paper. Arlington: ERIC (ED 030091), 1969.

Chastain, Kenneth. Developing Second Language Skills: Theory to Practice. 2d ed. Chicago: Rand McNally College Publishing Company, 1976.

Clark, William, Theodore Kalivoda, and Genelle Morian. "Effects of Social Situation on Language Use: Theory and Application", Language and Linguistics Series 10. Arlington: Center for Applied Linguistics, 1975.

Cohen, Andrew D. Sociolinguistic Approach to Bilingual Education. Rowley: Newbury House, 1975.

Garrison, Karl C. and Karl C. Garrison, Jr. Psychology of Adolescence. 7th ed. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1975.

Gonzalez, Nancie L. The Spanish-Americans of New Mexico: A Heritage of Pride. Albuquerque: University of New Mexico Press, 1967.

Lambert, Wallace E. Language, Psychology, and Culture. Palo Alto: Stanford University Press, 1972.

Lambert, Wallace and Robert C. Gardner. Attitudes and Motivation in Second Language Learning. Rowley: Newbury House, 1972.

Montez, Phillip. Some Differences in Factors Related to Educational Achievement of Two Mexican-American Groups. San Francisco: R and E Associates, 1974.

Moore, Joan W. Mexican-Americans. ed. Milton M. Gordon. 7 vols. Ethnic Groups in American Life Series, Englewood Cliffs: Prentice-Hall, Inc., 1976.

Oller, John W. "Language Communication and Second Language Learning", The Psychology of Second Language Learning: Papers from the Second International Congress of Applied Linguistics, Cambridge, 8-12, September, 1964, eds. Paul Pimsleur and Terrence Quinn. Cambridge: University Press, 1971.

Nida, Eugene. "Sociopsychological Problems in Language Mastery and Retention", The Psychology of Second Language Learning: Papers from the Second International Congress of Applied Linguistics, Cambridge, 8-12, September, 1964. eds. Paul Pimsleur and Terrence Quinn. Cambridge: University Press, 1971.

Robinett, Betty Wallace. "The Domains of ESL", TESOL Quarterly, Vol. 6 (September, 1972).

Stent, Madelon D., William R. Hazard, and Harry N. Revelon, Cultural Pluralism in Education: A Mandate for Change. New York: Appleton-Century-Crofts, 1973.

Stevick, Earl W. "Alienation as a Factor in the Learning of Foreign Language". Unpublished paper. Arlington: ERIC (ED 113979), 1975.

Titone, Reizo. Studies in the Psychology of Second Language Learning. Zurich: pas-Verlag Ag: 1964.

Troike, Muriel Saville. Bilingual Children: A Resource Document. Papers in Applied Linguistics, Bilingual Education, Series No. 2. Arlington: The Center for Applied Linguistics, 1973.

Verschelden, Robert J. and Elizabeth Harbers. "Practical Considerations in Organizing and Maintaining a Viable ESL Program", Adult Leadership, (January, 1976).